Strategies for Differentiating Instruction:

Best Practices for the Classroom

By Julia L. Roberts, ED.D and Tracey F. Inman 2nd Edition

*Book study requirements for* ***6 hour GT credit***: Choose 1 question from each chapter to respond to (except chapter 10). Respond to at least 2 questions from the appendices.

Finally, write a reflection upon how you will use differentiation to meet the learning needs of the diverse group of students in your classroom.

**Chapter 1:**

1. One-Size-Fits-All and Differentiation: what are the similarities and differences?
2. Why is ‘not differentiating’ considered as missed opportunities?
3. There are three directional questions to guide continuous student progress. Why are they critical to differentiation?

**Chapter 2:**

1. What is your definition of academic success? How does it compare with the other definitions?
2. How do you facilitate children moving to the next level of academic success?

**Chapter 3:**

1. How does the climate in a classroom affect the learning?
2. How does differentiation affect the climate in the classroom?

**Chapter 4:**

1. Why is planning necessary before pre-assessing?
2. How is using pre-assessments a time saver?
3. Which pre-assessment strategy best fits your teaching focus?

**Chapter 5**:

1. How can Bloom’s Taxonomy be used for differentiation?
2. Why is differentiating the process dimension of learning experiences important?

**Chapter 6:**

1. How can Venn Diagrams be used for differentiating?
2. What are some alternatives to using Venn Diagrams?

**Chapter 7:**

1. Why should educational professionals be very intentional about the choices/options students are given?
2. How can Think-Tac-Toe activities be used to provide differentiation?

**Chapter 8:**

1. What are some management benefits in a differentiated classroom?
2. What are some critical components of managing a differentiated classroom?

**Chapter 9:**

1. “Differentiation is not just doing something different.” What is differentiation?
2. How do you assess in a differentiated classroom when expectations are different for different students?

**Chapter 10:**

1. What are some ways to gain support for the use of differentiation in the classrooms?

**Appendices:**

1. What does it tell you when a child consistently receives good grades and high praise without much effort?
2. What would an expression style inventory tell you about your students?
3. Why should you ask parents to complete the Multiple Intelligences checklist? What would it tell you about your students?
4. Why use an interest survey?
5. What is different about this interest survey than the previous interest survey?
6. How do the Blooms’ Charts provide differentiaon? How can you use this type of chart in your classroom?
7. How can you use the multiple ovals (more than 2) Venn Diagrams in your classroom?
8. How can you use the alternatives to Venn Diagrams in your classroom? Would you prefer the ovals, the boxes or the letters?
9. How is the Think-Tac-Toe used in the classroom?
10. How can you use the DAP (Developing and Assessing Products Tool) in your classroom?

**Reflection:**

* How will I use differentiation of the learning needs of the diverse group of students in my classroom?